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ABSTRACT

This guide to the acquisition and development of a collection of standardized tests in libraries and resource centers is intended to aid the librarian in meeting increasing patron demand for sample test instruments. Areas covered are (1) collection building, including the determination of potential user needs and the use of standard selection tools; (2) bibliographic control, including informal title indexing, subject headings, and printed lists of holdings; (3) processing and storage methods; and (4) policies and procedures, including legal and ethical limitations on access to test materials. A selected and annotated bibliography cites comprehensive lists, periodicals, and texts. Appendices provide a list of tests most frequently requested at Bridgewater, a publisher's directory of popular tests, and a sample test use policy. (FM)

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ORGANIZING AND SERVICING
A COLLECTION OF STANDARDIZED TESTS
A MANUAL FOR LIBRARIANS

by

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1979

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ORGANIZING AND SERVICING A COLLECTION OF STANDARDIZED TESTS

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Introduction

The demand for standardized tests in libraries and resource centers is increasing for a variety of reasons. The testing field has always been controversial and has become more so in recent years due to a growing concern for invasion of privacy, ethnic and racial bias, and in general the reliability of many standard evaluative instruments. Concurrent with such controversies (and in some cases provoking the controversies) has been a rapidly expanding dependence upon tests due to such trends as teacher accountability, individualized instruction, criterion referenced instruction, diagnostic teaching and minimum competency requirements.

As test use and the critique of test use flourish, so too does the demand for sample test instruments among persons working in education, counseling and allied fields. There has always been a need for specimen sets among students taking courses in testing and measurement. Today, however, there are very few courses in education which do not incorporate the use of standardized tests into the curriculum. Students in psychology, counseling and the social sciences will also make use of a test collection if one is available. In addition, professionals working in these fields make use of sample collections when they are reviewing their own programs, or considering a particular instrument for purchase. To serve such constituencies responsibly, it is imperative that libraries and resource centers systematically collect, organize and make available a representative collection of test specimens.

In addition to patron demand, there are several other factors of basic importance to the person charged with the responsibility of administering

a collection of standardized tests. First, the nature of test materials demands that use be restricted to prevent misuse. Therefore, procedures for storing and lending must be carefully developed to insure that security is maintained. Secondly, there is so much variation in the physical makeup of tests, they will require special techniques for handling and processing. These two factors will be discussed in subsequent sections of this manual.

Collection Building

This section is aimed at the person who has little or no experience systematically collecting tests and needs some advice in assembling a beginning collection which will be useful to his/her clientele. Another basic assumption of this section is that the person acquiring tests is working with a small or limited budget and must select wisely within that framework. Tests vary widely in price. Some can still be purchased for less than one dollar, while more elaborate items such as the WISC, Stanford Binet or the ITPA will cost $60. or more each. In certain circumstances, some publishers will even send free sample copies. Most tests sell for less than $10., so with the proper knowledge and judgment, a good working collection can be started on a very small budget.

Before any selections are made, however, as much information as possible should be gathered regarding the needs of potential users. If the collection will serve a college or university population, for example, a good first step will be to consult the institution's catalog to determine areas of specialization within the curriculum. There are certain prominent

titles which will be needed to support general survey courses in educational measurement and psychology; but the institution may also specialize in some area such as learning disabilities or early childhood education which will require holdings to be weighted in those directions. Once curriculum concentration and specific courses have been identified, it is also advisable to contact key faculty members involved with these areas and to request suggestions. This contact is important for two reasons: if the faculty member responds, you will learn what tests are actually being taught, and also the faculty member will be informed that the collection is being initiated. If possible, have faculty members submit lists based on their course outlines, and report to them when materials arrive. At institutions which have not previously maintained formal collections, faculty frequently cope by gathering their own collections in a corner of their office. They are usually relieved to learn that the library or resource center is assuming this responsibility; and if the operation wins their confidence, they will often donate some or all of their personal holdings. This can be an important source for acquisitions and will also insure that the collection will be relevant to the needs of the curriculum.

Once collection building has been initiated, there is a responsibility to acquire a core inventory which may extend beyond the needs of specific individuals. For example, professor X may not deal with certain tests even though they are important titles which should not be overlooked. To insure that the collection is not being skewed according to the whims of any individual, there are certain standard selection tools which should be utilized. The bible for all persons working with tests is Mental Measurements Yearbook (this and other useful reference materials are listed in the bibliography

at the end of this manual). Mental Measurements Yearbook arranges tests in broad categories, gives detailed information about them and includes critiques of tests by experts. As a selection tool MMY is invaluable; it will provide a list of tests on a given topic; it will indicate how each test is regarded; and it will provide essential information for ordering, such as name and address of publisher. Tests In Print is similar to MMY, but it does not contain reviews.

However indispensable, Mental Measurements Yearbook is a formidable device because of its comprehensiveness. No test collection should be without it as a resource, but a more controllable approach to starting a core collection is to examine standard textbooks in the testing field (several are cited in the bibliography). Such works typically will provide relatively short lists of what are recognized as the most prominent titles. It might be a good idea to take several such lists and determine which items are common to all. As a further aid to selecting a core collection, a list of the most frequently requested titles at Bridgewater State College's Curriculum Library has been appended.

Once a core list has been compiled through input from faculty, and examination of Mental Measurements Yearbook and various standard texts, it is time to send for publisher's catalogs. A good collection of publisher's catalogs will find many uses. First, catalogs provide the essential information for ordering tests. Secondly, catalogs will list new titles which have not appeared in various reference sources, and, thirdly, catalogs have value to test users as a source of information. For these reasons, they should be stored in a systematic fashion; they should be kept up to date; and

they should be made readily available to patrons of the test collection.

Once the problem of assembling a core collection has been solved, it will be necessary to keep your holdings current. New tests will frequently be reviewed in relevant professional journals (several of these are cited in the bibliography). It is also important to stay abreast of general trends which will influence test use -- the rise in high school competency testing for example. It takes time and research to determine the effectiveness of most test instruments, and often the demand for a particular title or type of test will develop before adequate reviewing has occurred. Consequently, to keep holdings current it is necessary to know what is happening in the field, to maintain good communications with test users and to peruse catalogs for newly released items. These steps will help keep your collection relevant in a rapidly changing area of concern.

Bibliographic Control

Systematic access to standardized tests presents a difficult challenge. Tests have many significant characteristics beyond the usual author, title and subject, rendering conventional techniques of access inadequate. While small collections may be able to function with simple indexing tools, large, heavily used collections will be a constant plague to the responsible librarian unless a sophisticated retrieval system is developed. It is always safer to assume that collections will grow larger and that use will increase when setting up an indexing system. In other words, it is preferable to do the most complete job possible from the start, even though the size of the collection

may not seem to warrant it, than to redo work at a later date because the collection has outgrown simple indexing techniques.

While it is preferable to make a maximum effort from the start, it is not always possible. Therefore, I will begin by describing the simplest, least expensive indexing techniques; and then I will point out the deficiencies of these methods with possible remedies. The most frequently asked question of the person servicing a test collection will be requests for specific tests by title. So the simplest and most indispensable record is an alphabetical title index. This can take the form of a locally constructed card file requiring a negligible amount of work and expense. Each time a test is acquired, a card bearing its title is added to the file. When a patron asks if the library owns the Auditory Discrimination Test, the index is consulted and the answer given. Even direct requests for titles, however, involve numerous complicating factors. Many tests have two or more title variants. The Auditory Discrimination Test is frequently referred to as the Wepman Test, and many tests are commonly referred to by acronyms such as WISC, WAIS, STEP, SOMPA and WRAT. To overcome this problem, use some authority such as Mental Measurements Yearbook or Tests In Print to establish the proper title, and add as many "see" references as there are title variants.

If a title file is your only record of holdings, you will have to rely on published lists to achieve other types of access. When a patron asks if you have any mathematics tests, for example, locate the mathematics section of Mental Measurements Yearbook and compare the titles listed against your holdings. The obvious difficulty of this procedure is that it creates an extra step. Also, many tests may qualify for two or more subject categories,

whereas MMY and TIP will list them only once. Most achievement tests include several subjects, but will only be mentioned in the classification for "Achievement Batteries".

Many libraries apply formal cataloging procedures to their tests. This is more expensive than the informal title index described above, but has several advantages. With standard cataloging, test records will at least be compatible with records for other materials and can be integrated with the library's main catalog. Standard cataloging will also provide, in most cases, direct author, title and subject access. While it is desirable to have these added indexing features and to have tests listed in the library's main catalog, I should hasten to point out that cataloging falls far short of solving the problems of test retrieval.

As the sample cards in Figure 1 demonstrate, standard Library of Congress cataloging is inadequate for subject access. The Bender Motor Gestalt Test is given no subject tracing; the Harris Tests of Lateral Dominance are given the heading "Mental Tests" and the Graves Design Judgment Test is given the heading "Design". Libraries might cope with this difficulty by editing LC copy and adding subject tracings, but the problem of bibliographic control of standardized tests extends beyond the inadequate subject indexing provided by the Library of Congress and Mental Measurements Yearbook.

Bibliographic access to tests is rendered troublesome by their variety. In addition to author, title and subject, other relevant characteristics of tests include: age level; publisher; verbal (or non-verbal); language

Figure 1

Bender, Lauretta, 1897-
Bender motor gestalt test; cards and manual of instructions. New York, The American Orthopsychiatric Association, c1946
Cards A, 1-8. 11x16cm. and manual, 7, (1) p. illus. 27cm.

Bibliography: Manual, p.(8)

1.Bender gestalt test. I.American Orthopsychiatric Association. II.Title.

Harris, Albert Josiah.
Harris tests of lateral dominance. Manual of directions for administration and interpretation. New York, Psychological Corporation, c1947.
27p.

1. Mental tests. I. Title.

Graves, Maitland E. 1902-
Design judgment test. New York, The Psychological Corporation, c1946.
90p. illus. 14x21cm.

1. Design. I. Title.

Sample Catalog Entries for Tests

(or languages); culture or ethnic group use; projective (or non-projective); group (or individual); criterion referenced (or norm-referenced); etc., etc.. It is not uncommon for persons servicing tests to be asked for an instrument on a specific subject, appropriate for persons at a specific age and belonging to a specific minority group. Ordinary card and printed indexes will not suffice to fill multidimensional requests such as this, even if all relevant descriptive elements are included, since a manual search would still demand much arduous cross checking. In the example given above, the subject group would have to be compared against both the age and minority group to determine which titles are common to all three. The only viable solution to the complex problem of bibliographic control for tests is through a computerized retrieval system. Ideally, each test title should be tagged with all relevant descriptive elements, making it possible to search test holdings according to any feature or combination of features.

Clearly, equipment to perform the type of search described above will not be available at many institutions, and librarians will have to do their best with less sophisticated techniques. A device which is relatively inexpensive to produce and effective in promoting use is a printed list of holdings. The Curriculum Library at Bridgewater State College publishes such a list annually. The test collection at Bridgewater currently includes about four hundred titles. The list consists of a title section, which includes numerous cross references, as well as information such as grade level and publisher; and a subject section based upon the categories assigned by Mental Measurements Yearbook. In recent years two appendices have been added: 1. Criterion Referenced Tests, 2. Tests Used in Special Education. The basis for the list is an informal card index containing all necessary information.

Figure 2 shows some sample cards. Stencils for the title section are typed from the file; then the cards are rearranged by subject and stencils for that section are typed. The list is printed in quantity and distributed to interested faculty and students.

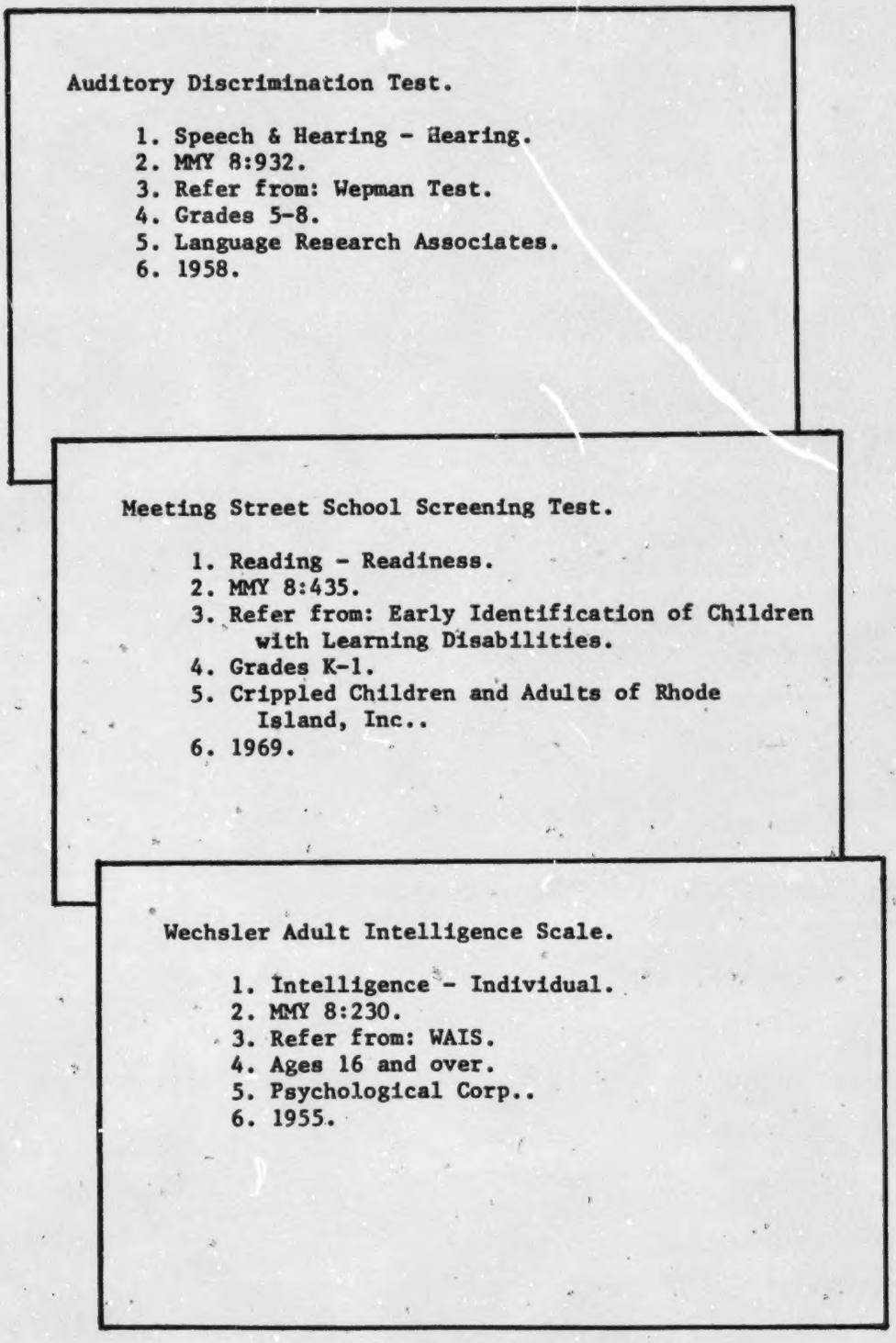
Although the printed list does not solve the problems of inadequate indexing and manual searches, at least the users of the collection have the available data in a convenient and portable form which they can take with them and peruse at their leisure. The distribution of the printed list has done much to publicize the test collection at Bridgewater and to stimulate use among those who have a legitimate need for this type of material.

Processing and Storage

As noted earlier, the physical makeup of tests demands that they receive special attention with regard to processing and storage. Some tests consist merely of a single sheet of paper, while others consist of numerous booklets, manuals and manipulative materials. Such variations create problems of containment and contents control. I will describe the way tests are processed for the Bridgewater collection to demonstrate practical solutions to these problems.

When a typical specimen set (consisting of a manual, test booklet and answer sheet) is received, each item is marked with a rubber stamp which indicates the name of the library and the words "test collection". This increases the chances of the item finding its way back to us if it gets separated.

Figure 2


Auditory Discrimination Test.
1. Speech & Hearing - Hearing.
2. MMY 8:932.
3. Refer from: Wepman Test.
4. Grades 5-8.
5. Language Research Associates.
6. 1958.
Meeting Street School Screening Test.
1. Reading - Readiness.
2. MMY 8:435.
3. Refer from: Early Identification of Children with Learning Disabilities.
4. Grades K-1.
5. Crippled Children and Adults of Rhode Island, Inc..
6. 1969.
Wechsler Adult Intelligence Scale.
1. Intelligence - Individual.
2. MMY 8:230.
3. Refer from: WAIS.
4. Ages 16 and over.
5. Psychological Corp..
6. 1955.

Sample Informal Card Index Entries

Since Bridgewater has the "Checkpoint" security system, a security label is attached to each item when it is practical to do so. The materials are then placed in an expanding file pocket. The accordian style file pockets, we have found, provide excellent containers for tests. Only a small number of larger tests will not fit into file pockets, and these usually come in their own satchel type containers.

The next step in processing is extremely important. An inventory is made listing each component of the test. This is typed on 3 x 5 cards and taped to the outside of the file pocket. Thus, it is a simple matter to determine if the contents of a given test are complete before and after its use. The file pocket is also fitted with a tab which identifies its proper title.

At Bridgewater we keep our tests in locked filing cabinets arranged alphabetically by title. I know that some institutions use a subject arrangement whereby various test categories are grouped together. We experimented with a classified grouping but found that it made retrieval more difficult, and it served no useful purpose. Browsing in the files is not permitted, and the majority of our requests are for a specific test -- "Can I see the Auditory Memory Span Test?". Retrieval is simple and direct with the file arranged by title, and does not depend upon the person at the service desk remembering to which subject grouping the test belongs. When we receive subject oriented requests, "Do you have any diagnostic reading tests for third graders?", we refer to the subject section of our printed list of holdings to identify titles which might apply. Various published lists of tests, such as the ones noted in the bibliography to this manual,

can be used to identify titles in response to more complicated requests. Of course, the ideal solution is to have a computerized retrieval system such as the one described earlier. At any rate, I strongly recommend that your test file be arranged by title, and that other devices be used to identify tests by subject or other descriptive elements.

As previously noted, larger tests such as the Stanford Binet, WISC, WAIS, etc., will not fit into the file pockets used for most of the collection. At Bridgewater, we keep larger tests in a separate storage closet; however, empty pockets bearing their titles are filed in the cabinets along with the other tests. The empty pockets have the note "kit in storage", and they also have the complete list of contents. The dummy pockets serve as cross references in the event that the staff member seeking the test is unaware that it is being stored elsewhere.

Policies and Procedures

Because of the sensitive nature of most test materials, it is essential for institutions with sample collections to establish carefully conceived policies and procedures for use. The basic goal is to insure that ethical and legal requirements are not violated. Background reading on the ethics of test use may be found in "Standards for Educational and Psychological Tests", Tests In Print II, p. 759. The legal limitations of the copyright laws are clearly stated on most tests, and they typically require that the test may not be copied in whole or part. Also, many publishers will require a statement testifying that certain guidelines will be followed before they will honor

test orders.

To meet the above requirements, tests should be kept in an area which is not accessible to the public; users of the materials should be screened; and steps should be taken to prevent copyright violations. To avoid misunderstandings, your policy statement should be made readily available to staff and potential users (a sample test policy has been appended). At Bridgewater, the "Test Use Policy" is included in the printed list of holdings and is thereby distributed to interested persons.

The chief concern of a responsible use procedure will be to limit access to qualified individuals. At Bridgewater we have defined a qualified person as: "...a faculty member whose field is involved with standardized tests, a student of the college who is taking a course in which standardized tests are taught, or other patrons of the library whose training qualifies them to examine these materials". To examine a test, a person must record his or her name and the title of the test on a sheet at the service desk. When the test is returned, the entry is crossed out. Bridgewater is a relatively small institution, and the staff quickly becomes familiar with its clientele; however, if we do not recognize a patron, we request identification and ask pertinent questions regarding intended use to insure that the above guidelines are being met. This simple screening procedure effectively discourages the two most common types of test abusers: the amateur who wants to test himself or a friend, and the person who is about to take a test and wants to bone up in advance.

It has been my experience that most of the persons who request tests do

so for legitimate reasons -- they are students studying the test in preparation for a course, or they are professionals examining the test for their own purposes. The most common problem we encounter among qualified users is the desire to duplicate test materials. Even professional people who should know better often do not take the copyright laws seriously. We require, therefore, that the tests be examined in a confined section of the library where there are no copy machines available. We do allow tests to leave the library on a short term basis for class presentations, and it is conceivable that persons could make copies on such occasions; but we always make certain that borrowers are aware of their legal responsibilities.

SELECTED AND ANNOTATED BIBLIOGRAPHY

Comprehensive Lists

BUROS, Oscar K. Mental Measurements Yearbook, 8th ed. Highland Park (N.J.): Gryphon Press, 1978.

This is the most essential and authoritative tool for anyone working with tests. Gives basic information, a thorough list of references and one or more expert critiques for most titles. All editions of this work are important, since recent editions frequently refer to earlier volumes.

BUROS, Oscar K. Personality Tests and Reviews II. Highland Park (N.J.): Gryphon Press, 1975.

Giving the same information and using the same format as MMY, this volume has extracted the sections which list personality tests.

BUROS, Oscar K. Reading Tests and Reviews II. Highland Park (N.J.): Gryphon Press, 1975.

Giving the same information and using the same format as MMY, this volume has extracted the sections which list reading tests.

BUROS, Oscar K. Tests In Print II. Highland Park (N.J.): Gryphon Press, 1974.

Includes basic information such as: grade level, date, type of test, publisher, components and references for further reading. Does not give reviews.

CSE. Test Evaluation Series. Los Angeles: Center for the Study of Evaluation, Graduate School of Education, University of California at Los Angeles, 1970-1974.

This series incorporates separate volumes for preschool/kindergarten, elementary, secondary, and higher order cognitive, affective and interpersonal skills tests. Titles are rated for such things as validity, appropriateness, usability and technical excellence.

JOHNSON, Orval G. and James W. Bommarito. Tests and Measurements in Child Development: a Handbook, V. I. San Francisco: Jossey-Bass, 1971.

A source of information regarding unpublished, noncommercial tests suitable for use with children up to age twelve. Items provided include: authors, age range, source for acquiring, concise description, reliability and validity data when available and a bibliography. A good supplement to MMY.

JOHNSON, Orval G. Tests and Measurements in Child Development: Handbook II. San Francisco: Jossey-Bass, 1976.

A supplement to the earlier edition with some slight modifications. For example the age range has been extended to eighteen years. This edition adds to and does not supersede the earlier one.

NOTE: Persons interested in unpublished tests should inquire regarding the Tests In Microfiche collection produced by The Educational Testing Service. An annotated index to the collection is available. Refer inquiries to: ETS Test Collection, Educational Testing Service, Princeton, New Jersey, 08540.

Periodicals

EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT. Educational and Psychological Measurement, Box 6907 College Station, Durham, N.C., 27708.
A quarterly periodical useful for its articles which discuss current issues and research in the testing field.

JOURNAL OF EDUCATIONAL MEASUREMENT. National Council on Measurement in Education, Inc., c/o Irvin J. Lehmann, Office of Evaluation Services, Michigan State University, East Lansing, Mich., 48823.
A quarterly periodical devoted to testing, notable for its reviews of current tests and related works.

MEASUREMENT AND EVALUATION IN GUIDANCE. American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C., 20009.
A quarterly publication which concentrates on tests relevant to counseling and personnel work.

NOTE: The above cited titles deal specifically with testing. Many journals in subject areas such as reading and mathematics will include reviews and discussions of test materials.

Texts

BROWN, Frederick G. Measurement and Evaluation. Itasca (Ill.): F.E. Peacock, 1971.
See appendix B, pp. 190-192 for a sample list of tests.

GRONLAND, Norman Edward. Measurement and Evaluation in Teaching, 3rd ed. New York: Macmillan, 1976.
The appendix contains an excellent list of standardized tests.

JOINER, Lee M. Identifying Children with Special Needs: a Practical Guide to Developmental Screening. Holmes Beach (Florida): Learning Publications, 1978.
See chapter 10, p. 109 "Instrument Profiles", and the appendix, p. 161 "Screening Instrument Inventory" for useful selection information.

KARMEL, Louis J. Measurement and Evaluation in the Schools. London: Macmillan, 1970.
See appendix C, pp. 471-478 for a list of representative tests.

NUNNALLY, Jum C. Introduction to Psychological Measurement. New York: McGraw-Hill, 1970.

A basic text providing a list of prominent titles in appendix C, pp. 526-545.

WALLACE, Gerald. Educational Assessment of Learning Problems: Testing for Teaching. Boston: Allyn and Bacon, 1978.

Each chapter includes a list of appropriate tests and assessment instruments.

ZEITLIN, Shirley. Kindergarten Screening: Early Identification of Potential High Risk Learners. Springfield (Ill.): C.C. Thomas, 1976.

See appendix C, pp. 239-243 for a list of kindergarten screening instruments, and appendix E, pp. 262-269 for a list of diagnostic tests suitable for prekindergarten and kindergarten children.

Appendix I

TESTS MOST FREQUENTLY REQUESTED AT BRIDGEWATER

The following list represents the tests most frequently requested at the Bridgewater State College Curriculum Library during the 1978 calendar year. Bridgewater State is a medium sized liberal arts college with a strong teacher education program on both the undergraduate and graduate levels. In addition to general elementary and secondary programs, the college also offers degrees in early childhood education, special education, guidance and counseling, psychology, and social work. The test titles are ranked according to frequency of use; the total uses for the year is given for each. The entire list represents the most popular 35 from a collection totaling about four hundred. An abbreviation for the publisher is given for each title; complete names and addresses are provided in Appendix II. It is hoped that this list will serve as a selection aid.

Wide Range Achievement Test (GA)...57
Screening Test for Identifying Children with Specific Language Disability (EPS)...51
Illinois Test of Psycholinguistic Abilities (U of Ill.)...43
Key Math Diagnostic Arithmetic Test (AG)...34
Purdue Perceptual-Motor Survey (CEM)...33
Torrence Tests of Creative Thinking (PP)...33
Goldman-Fristoe Test of Articulation (AG)...32
Goodenough-Harris Drawing Test (HB)...32
Peabody Picture Vocabulary Test (AG)...31
Wechsler Intelligence Scale for Children (PS)...27
Frostig Developmental Test of Visual Perception (CPP)...26
Wechsler Intelligence Scale for Children-Revised (PS)...26
Animal Crackers (MH)...24
Gray Oral Reading Test (BM)...19
Auditory Discrimination Test (LRA)...17
Draw a Person Test (WPS)...17
Piers-Harris Children's Self Concept Scale (CRT)...17
Stanford-Binet Intelligence Scale (HM)...16
Woodcock Reading Mastery Scale (AG)...16
Gates-McKillop Reading Diagnostic Tests (TCP)...15
How I See Myself Scale (F)...15
Doren Diagnostic Reading Tests of Word Recognition Skills (AG)...14
Northwestern Syntax Screening Test (NUP)...14
Kuder Occupational Interest Survey (SRA)...13
Metropolitan Readiness Tests (HB)...13
Murphy-Durrell Reading Readiness Analysis (HB)...13
Slossen Intelligence Test (SEP)...13
Verbal Language Development Scale (AG)...13
Denver Developmental Screening Test (LP)...12
California Achievement Tests (MH)...11
Diagnostic Readiness Tests (CDRT)...11
Stanford Diagnostic Reading Test (HB)...11
Boehm Test of Basic Concepts (PS)...10
Deep Test of Articulation (SH)...10
Meeting Street School Screening Test (CCA)...10

Appendix II

PUBLISHERS' DIRECTORY OF POPULAR TESTS

The following list includes only those publishers cited in Appendix I. For a complete publishers' directory consult Mental Measurements Yearbook or Tests In Print.

AG	American Guidance Service, Inc. Publisher's Bldg. Circle Pines, Minn. 55014
BM	Bobbs-Merrill Co., Inc. 4300 West 62nd St. Indianapolis, Ind. 46268
CCA	Crippled Children & Adults of R.I., Inc. Meeting Street School 667 Waterman Ave. East Providence, R.I. 02914
CDRT	Committee on Diagnostic Reading Tests, Inc. Mountain Home, N.C. 28758
CEM	C.E. Merrill Publishing Co. 1300 Alum Creek Drive Columbus, Ohio 43216
CPP	Consulting Psychologists Press, Inc. 577 College Ave. Palo Alto, Calif. 94306
CRT	Counselor Recordings & Tests Box 6184, Acklen Station Nashville, Tenn. 37242
EPS	Educator's Publishing Service, Inc. 75 Moulton St. Cambridge, Mass. 02138
F	Florida Educational Research & Development Council College of Education University of Florida Gainesville, Florida 32601
GA	Guidance Associates of Delaware, Inc. 1526 Gilpin Ave. Wilmington, Del. 19806

HB	Harcourt, Brace, Jovanovich, Inc. 757 Third Ave. New York, N.Y. 10017
HM	Houghton Mifflin Co. 1 Beacon St. Boston, Mass. 02107
LP	Ladoca Project Publishing Foundation, Inc. East 51st Ave. & Lincoln St. Denver, Colo. 80216
LRA	Language Research Associates, Inc. P.O. Box 2085 Palm Springs, Calif. 92262
MH	McGraw-Hill Book Co., Inc. 1221 Ave. of the Americas New York, N.Y. 10020
NUP	Northwestern University Press 1735 Benson Ave. Evanston, Ill. 60201
PP	Personnel Press Education Center, P.O. Box 2649 Columbus, Ohio 43216
PS	Psychological Corporation 757 Third Ave. New York, N.Y. 10017
SEP	Slosson Educational Publications, Inc. 140 Pine St. East Aurora, N.Y. 14052
SH	Stanwix House, Inc. 3020 Chartiers Ave. Pittsburgh, Penn. 15204
SRA	Science Research Associates, Inc. 155 North Wacker Dr. Chicago, Ill. 60606
TCP	Teachers College Press 1234 Amsterdam Ave. New York, N.Y. 10027
U of Ill	University of Illinois Press Urbana, Ill. 61801
WPS	Western Psychological Services 12031 Wilshire Blvd. Los Angeles, Calif. 90025

Appendix III

SAMPLE TEST USE POLICY

This policy was written in accord with APA-AERA-NCME standards (see Tests In Print II, p. 759, "Standards for Educational and Psychological Tests"), copyright laws and the requirements of test publishers.

The purpose of the test collection is to provide qualified persons with samples of standardized tests for examination and study. A qualified person is defined as a faculty member whose field is involved with standardized tests, a student of the college who is taking a course in which standardized tests are taught, or other patrons of the library whose training qualifies them to examine these materials. It is essential that the use of the test collection be limited to the above user categories in order that the validity of the tests not be compromised. Most test publishers demand a written statement from the library indicating that only qualified persons will have access to the tests. It is not the function of the library to provide materials for the administering of tests, and the library does not approve of duplicating test materials for any purpose. With these factors in mind, the following rules will apply to the use of the collection:

1. The collection will be maintained in a closed file. All persons using the collection must ask the staff member on duty for the desired test, and the staff member may require the user to present identification and to describe his or her qualifications.

2. Persons using tests must sign the sheet provided at the service desk, and users will be allowed to sign out only one test at a time.

3. Tests must not be taken out of the file area, except by special permission of the librarian or his assistant.

4. Special permission to take tests out of the library will be granted to qualified persons for demonstrations or presentations. The limit is one test per person, and tests will be let out on a same day or overnight basis.

5. Persons using tests should check the contents for missing items before and after signing them out. Missing items should be reported to the staff member on duty.

6. Tests are not ordinarily sent via Interlibrary Loan or consortium delivery; however, persons from other institutions may examine tests in the library, provided they meet the qualifications defined above.